



Midway Elementary

1892 Highway 1 North
Cassatt, SC 29032

Grades	PK-5 Elementary School	
Enrollment	363 Students	
Principal	Jewell R. Stanley	803-432-6122
Superintendent	Dr. Frank E. Morgan	803-432-8416
Board Chair	Joseph Dorton, Jr.	803-408-2433

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	Below Average	Below Average
2008	Below Average	At-Risk
2007	Below Average	Good
2006	Below Average	Good
2005	Below Average	At-Risk

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2008-09 whose 2007-08 test scores were located

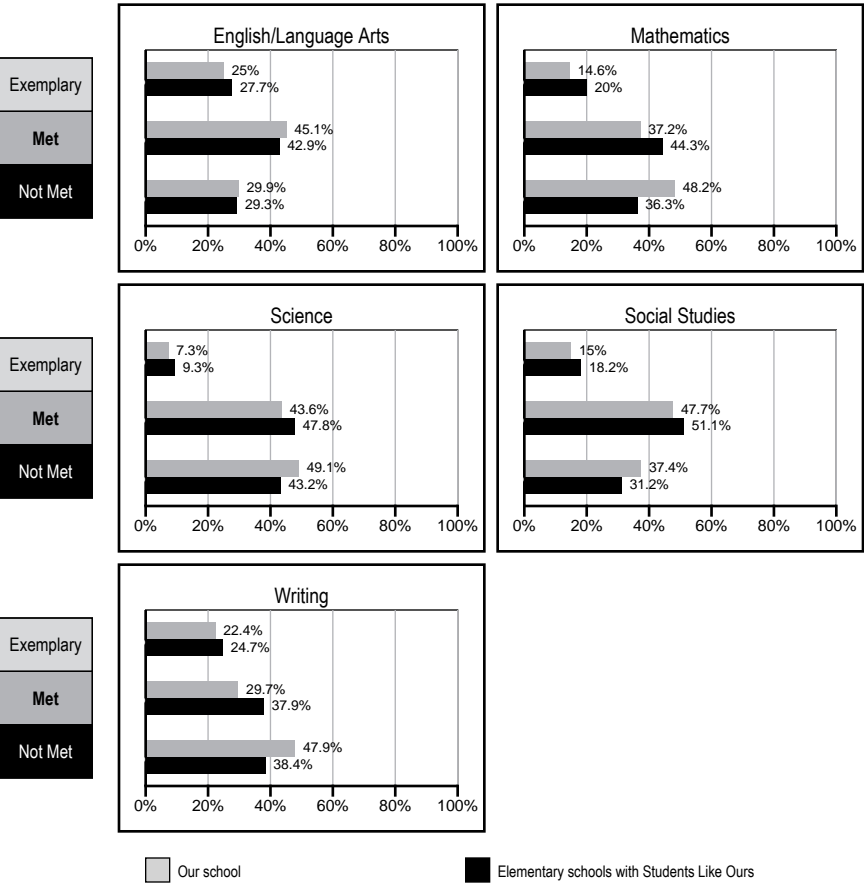
93.7%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	5	83	28	4

* Ratings are calculated with data available by 06/01/2010.

Palmetto Assessment of State Standards (PASS)



* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=363)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	2.1%	Down from 3.9%	2.5%	1.9%
Attendance rate	96.1%	Up from 96.0%	96.0%	96.3%
Eligible for gifted and talented	8.7%	Up from 8.6%	6.2%	10.0%
With disabilities other than speech	9.8%	Up from 8.6%	9.0%	7.7%
Older than usual for grade	0.7%	No Change	0.7%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	Down from 0.5%	0.0%	0.0%
Teachers (n=28)				
Teachers with advanced degrees	53.6%	Up from 51.9%	57.1%	59.4%
Continuing contract teachers	82.1%	Up from 70.4%	76.6%	80.0%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	85.1%	Up from 83.2%	84.7%	85.9%
Teacher attendance rate	96.3%	Up from 94.3%	95.0%	95.1%
Average teacher salary*	\$51,375	Up 2.3%	\$46,051	\$47,149
Professional development days/teacher	18.5 days	Down from 20.3 days	11.7 days	11.1 days
School				
Principal's years at school	6.0	No Change	4.0	4.0
Student-teacher ratio in core subjects	18.4 to 1	Down from 18.5 to 1	18.0 to 1	18.8 to 1
Prime instructional time	91.0%	Up from 88.2%	89.9%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 28.1%	100.0%	100.0%
Character development program	Good	No Change	Excellent	Excellent
Dollars spent per pupil**	\$7,115	Up 0.7%	\$7,754	\$7,458
Percent of expenditures for instruction**	71.0%	Up from 70.5%	68.1%	68.8%
Percent of expenditures for teacher salaries**	65.6%	Up from 64.7%	62.2%	63.2%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

Midway Elementary's faculty and staff seek to create a warm, family-like atmosphere for our students, parents, and community. The mission of Midway Elementary School, in partnership with the home and the community, is to develop each individual's uniqueness and to prepare confident, technologically proficient, lifelong learners by providing challenging, innovative, educational experiences in a safe environment. The teachers were tasked with increasing student literacy. Each student's progress was monitored through our school-wide Personal Literacy Plans (PLP). These plans were developed using DIBELS and MAP scores. Teachers met with the principal and curriculum coach monthly to review and monitor the PLPs. Students who needed additional support were offered SOAR to Success and Early Success Programs. SOAR to Success is a small group intervention program designed to improve reading comprehension for struggling readers in third through fifth grades while Early Success focuses on phonemic awareness and comprehension for students in first and second grades. Our faculty and staff continue to grow as life-long learners through various professional development opportunities in order to create innovative and challenging classrooms. This year all of our teachers were able to attend the Ron Clark Academy in Atlanta, Georgia. The Ron Clark Academy is known for teaching strategies to reach all students, especially those who are at risk. Teachers met with the math coach to discuss South Carolina Math Standards and discuss possible teaching strategies. Our school continued to use different modules of Investigations in Number, Space, and Data, a research-based curriculum supplement designed to increase mathematical thinking in kindergarten through fifth grade. Each grade level also continued to use FOSS Science Kits as a part of their science instruction. This year, our school implemented a school-wide discipline approach called Positive Behavioral Interventions & Support (PBIS). Representatives from each grade level/area combined all of the behavior expectations to create a school-wide behavior plan. Students were able to earn rewards based on their positive behavior. As a result, we reduced the number of office referrals by more than sixty percent. Our parents are encouraged to visit our school and conference regularly with teachers. Examples of family involvement activities include Back to School Night, Family Literacy, Math and Science Nights, Grandparents Luncheons, Donuts for Dads, and Muffins for Moms. Our community shared in our happiness as well as grief this year. We were privileged to dedicate our new related arts facilities at the beginning of the school year. This facility includes a new gym, music room, and art room, equipped with a kiln. Unfortunately, the community also experienced the loss of one of our students. However, the community was able to come together through kind donations to create a memorial garden. Jewell R. Stanley, Principal; Deana Boone, SIC President

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	0	49	33
Percent satisfied with learning environment	N/R	77.6%	84.8%
Percent satisfied with social and physical environment	N/R	81.3%	81.8%
Percent satisfied with school-home relations	N/R	81.6%	84.8%

* Only students at the highest elementary school grade level and their parents were included.

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School Adequate Yearly Progress	NO
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This school met 18 out of 19 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	CSI
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School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance		
	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	1.5%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	0.0%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	3.0%	0.0%	No
Student attendance rate	96.1%	94.0%*	Yes

* Or greater than last year

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	183	99.5	29.4	45.4	25.2	84.7	86.1	82.8	Yes	Yes
Gender										
Male	89	98.9	33.8	42.5	23.8	82.5	82.7	79.3	N/A	N/A
Female	94	100	25.3	48.2	26.5	86.7	89.8	86.5	N/A	N/A
Racial/Ethnic Group										
White	108	99.1	25.5	43.9	30.6	87.8	89.7	89.5	Yes	Yes
African American	58	100	40.4	44.2	15.4	78.8	78.3	73.7	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	100	92.3	I/S	I/S
Hispanic	14	100	18.2	72.7	9.1	81.8	82.6	76.5	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	83.3	82.5	I/S	I/S
Disability Status										
Disabled	40	97.5	62.9	28.6	8.6	68.6	55.3	52	I/S	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	13	100	I/S	I/S	I/S	I/S	77.3	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	147	99.3	33.6	45	21.4	82.4	79.5	75.5	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	183	100	48.2	37.2	14.6	65.2	81.7	78.9	Yes	Yes
Gender										
Male	89	100	43.2	39.5	17.3	66.7	79.6	77	N/A	N/A
Female	94	100	53	34.9	12	63.9	84	80.9	N/A	N/A
Racial/Ethnic Group										
White	108	100	46.5	37.4	16.2	68.7	86.7	87.2	Yes	Yes
African American	58	100	53.8	36.5	9.6	57.7	70.8	66.7	No	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	95.5	93	I/S	I/S
Hispanic	14	100	45.5	36.4	18.2	63.6	77.4	76	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	83.3	79.5	I/S	I/S
Disability Status										
Disabled	40	100	83.3	13.9	2.8	25	49	45.5	I/S	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	13	100	I/S	I/S	I/S	I/S	73.6	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	147	100	50.8	37.1	12.1	61.4	73.5	70.2	Yes	Yes

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	120	100	49.1	43.6	7.3	50.9	70.6	67.5
Gender								
Male	62	100	43.1	50	6.9	56.9	69.1	67
Female	58	100	55.8	36.5	7.7	44.2	72.3	68
Racial/Ethnic Group								
White	68	100	44.4	46	9.5	55.6	77.5	79.5
African American	39	100	59.5	37.8	2.7	40.5	56.3	50.3
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	81.3	84.3
Hispanic	11	100	I/S	I/S	I/S	I/S	59.4	60.7
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	71.2
Disability Status								
Disabled	23	100	N/AV	N/AV	N/AV	19	39.3	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	46.1
English Proficiency								
Limited English Proficient	11	100	I/S	I/S	I/S	I/S	51.9	59.6
Socio-Economic Status								
Subsided meals	94	100	51.2	43	5.8	48.8	60.2	55.1

Social Studies

All Students	121	99.2	37.4	47.7	15	62.6	73.4	72.3
Gender								
Male	60	100	35.2	50	14.8	64.8	72.6	71.5
Female	61	98.4	39.6	45.3	15.1	60.4	74.3	73.2
Racial/Ethnic Group								
White	74	100	33.3	47	19.7	66.7	78.4	80.7
African American	36	97.2	45.2	45.2	9.7	54.8	62.2	60
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	94.1	88.5
Hispanic	8	I/S	I/S	I/S	I/S	I/S	67.3	68
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	72.2
Disability Status								
Disabled	27	100	62.5	33.3	4.2	37.5	48.5	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	50.7
English Proficiency								
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	60.6	67.9
Socio-Economic Status								
Subsided meals	100	99	42.7	46.1	11.2	57.3	64	62.1

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	178	98.9	47.6	29.9	22.6	52.4	75.7	70.2	96.1	95.7
Gender										
Male	90	98.9	56.8	25.9	17.3	43.2	69.1	63.2	95.8	95.5
Female	88	98.9	38.6	33.7	27.7	61.4	82.6	77.5	96.3	95.9
Racial/Ethnic Group										
White	106	98.1	42.4	29.3	28.3	57.6	80.9	79.1	95.9	95.5
African American	58	100	61.5	23.1	15.4	38.5	64	57.6	96.4	96.2
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	90.9	86.2	96	96.1
Hispanic	12	100	N/AV	N/AV	N/AV	63.6	71.3	62.6	95.9	96
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	83.3	68.7	95.8	91.7
Disability Status										
Disabled	41	95.1	85.7	11.4	2.9	14.3	29.9	26.1	94.9	94.6
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	54.7	N/A	N/A
English Proficiency										
Limited English Proficient	11	100	I/S	I/S	I/S	I/S	70.3	61.2	96.2	96.2
Socio-Economic Status										
Subsidized meals	140	98.6	54.6	26.9	18.5	45.4	64.8	58.9	96	95.2

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	62	98.4	33.3	31.5	35.2	66.7
	4	58	100	30.2	45.3	24.5	69.8
	5	63	100	25	58.9	16.1	75
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Mathematics							
2009	3	62	100	56.4	25.5	18.2	43.6
	4	58	100	35.8	45.3	18.9	64.2
	5	63	100	51.8	41.1	7.1	48.2
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Science							
2009	3	30	100	51.9	33.3	14.8	48.1
	4	58	100	39.6	54.7	5.7	60.4
	5	32	100	63.3	33.3	3.3	36.7
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Social Studies							
2009	3	32	96.9	32.1	35.7	32.1	67.9
	4	58	100	24.5	64.2	11.3	75.5
	5	31	100	69.2	26.9	3.8	30.8
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Writing							
2009	3	59	98.3	42.6	27.8	29.6	57.4
	4	57	98.3	43.4	41.5	15.1	56.6
	5	62	100	56.1	21.1	22.8	43.9
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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